DOCUMENT RESUME

ED 260 238 CE 042 219

AUTHOR	McKinney, Lorella A.; Vreeburg, Margaretha
TITLE	Extending Horizons: Student Paths to Employment. Research and Development Series No. 257B.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	85
NOTE	56p.; For related documents, see CE 042 217-223.
AVAILABLE FROM	National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257B--$2.75).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Career Exploration; *Disabilities; Educational Legislation; *Education Work Relationship; Federal Legislation; Individualized Programs; *Job Application; *Job Placement; *Job Search Methods; Job Skills; Postsecondary Education; Resource Staff; School Community Relationship; Secondary Education; *Social Support Groups; Special Education; Vocational Education; Workbooks
IDENTIFIERS	Individualized Employment Programs; *Support Services

ABSTRACT

This workbook for the handicapped person involved in the transition from education to work, five other companion documents, and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. This guidebook is intended for use by the student either independently or with guidance from a support team leader, the classroom teacher, or counselor. An introduction is followed by sections on understanding one's team, exploring careers, getting ready for the world of work, looking for jobs, surviving on the job, and understanding the laws that affect handicapped youth. Each section contains information, suggestions, activities, and worksheets. A bibliography concludes the workbook. (YLB)

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Research & Development Series No. 257B

ED260238

EXTENDING HORIZONS:
STUDENT PATHS TO EMPLOYMENT

Lorella A. McKinney
Margaretha Vreeburg

a document in the series

EXTENDING HORIZONS:
A RESOURCE FOR ASSISTING HANDICAPPED YOUTH IN THEIR TRANSITION FROM VOCATIONAL EDUCATION TO EMPLOYMENT

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Extending Horizons: Student Paths to Employment is prepared for the handicapped person involved in the transition from education to work. Among areas of assistance addressed in this booklet are locating employment opportunities in chosen area(s) of interest and ability, preparing applications and letters of introduction, interviewing for jobs, modifying jobs as appropriate, and any other endeavors to facilitate the handicapped individual's transition from vocational education to work. This book will likely be utilized by the student with guidance from a support team leader, the classroom teacher, or counselor. Many students may use the document independently and seek assistance only as needed.

INTRODUCTION

Finding a job can be very difficult. Keeping that job can be even more difficult. This workbook is designed to help you prepare for work, find a job, and keep it.

A support team is a group of people who will help you finish your school work and then help you find and keep that job. This move from school to work is called a "transition." A support team will help you make your transition from school to work by helping you with the following activities:

- exploring your career
- learning job skills
- preparing for work
- graduating from school
- applying for jobs
- interviewing for jobs
- deciding on a job
- surviving on a job

This team can also help you with personal matters, such as finding an apartment, obtaining legal advice, or working out confidential problems.

This guidebook will help you understand how you can use your own support team to assist you in completing the activities listed above. Your transition from school to work can be fun and exciting. Call your support team together to help you when things get tough and you get discouraged. Ask persons on your team to help you with some of the activities in this guidebook.

There are many different paths you can take to employment and many different ways to travel down these paths. In this guidebook, there are activities, suggestions, and worksheets to help you find the path that is right for you—the path that leads to a successful job.

Have you ever asked yourself any of these questions?

- How can I explore my interests and skills?
- Where can I get career information?
- Do I have the necessary requirements for graduation?
- What should I do before I apply for a job?
- When do I start to look for a job?
- What kinds of questions will I be asked in an interview?
- What kinds of questions should I ask in an interview?

If you have ever wondered about any of these questions, then this guidebook is the right place to begin your job search. Finish school. Find a job, and welcome to the world of work. Good luck!

SCHOOL
Understanding
Your
Team

UNDERSTANDING YOUR TEAM

Your support team is for you. Every student has different needs, and every support team will be made up of persons with different strengths and experiences. That is what makes your own support team worthwhile and exciting. It is important that you have support team members who will help you take this important step from being a student to being a worker. Remember that any person who you feel can help you make a successful transition from school to work can be on your support team.

Study figure 1. It shows you how your support team members work together to support you, the student. It also shows you how the team will work with you to give you encouragement and support. Learn to use your team. It can be a life saver!

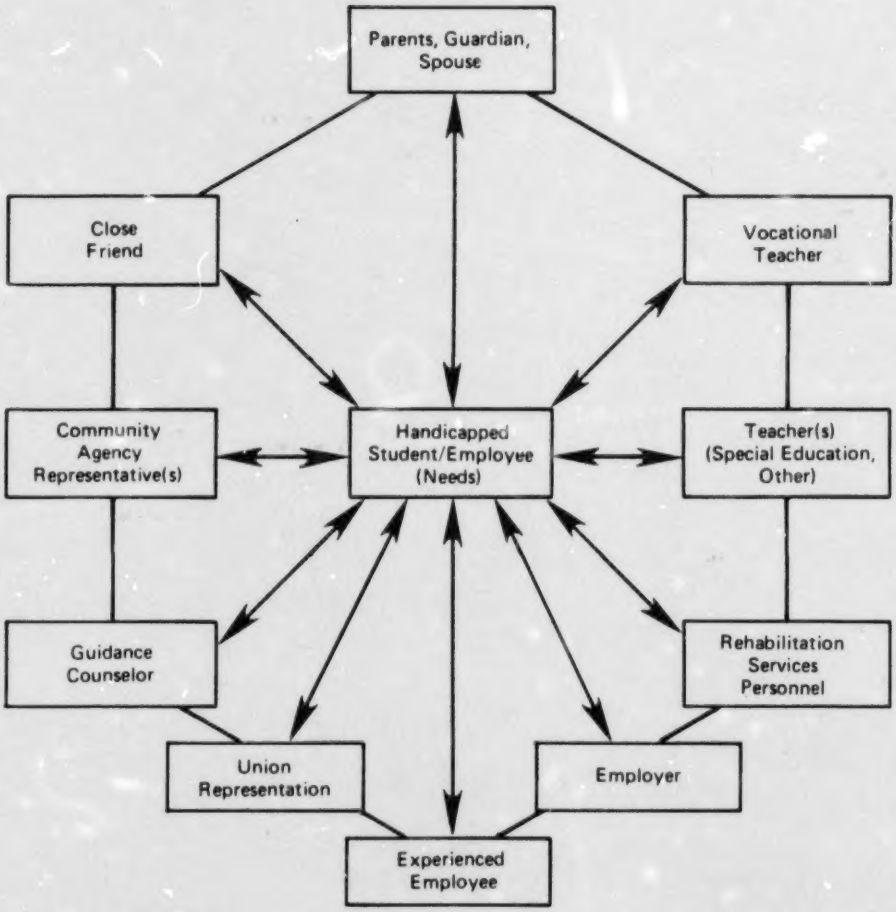


Figure 1. School-community support team relationships

The field coordinator or your counselor will help you pick your support team. He or she will suggest people who can help you make your transition from school to work. Choose those individuals who you feel will help you succeed in school and in work. The support team members shown in figure 1 include

- teachers
  - vocational teachers
  - special education teachers
  - reading, math, history, English, or any other teacher you have had;
- counselors
  - guidance counselors
  - rehabilitation counselors;
- parents/guardian;
- spouses;
- community agency representatives;
- employers;
- peer employers;
- friends; and
- union representatives.

The field coordinator or your counselor will help you complete worksheet 1, Develop Your Own Support Team, found on p. 7. Complete worksheet 1 by writing the names of the people you would like on your support team. You do not have to have all the members listed above, but do ask those people who you honestly believe will become team members and who will help you find and keep a job. Turn to worksheet 1 on p. 7.

Organizing Your Support Team

Here are some suggested support team activities to help you get your support team organized. The field coordinator will help you with any activities that may be difficult for you.

Suggested Activities

- Describe the project to team members whom you have listed on worksheet 1. Tell them that you need their help to do well in school and to find a job. Invite them to come to some team meetings to give you suggestions about how to find a job.
- Tell possible team members listed on worksheet 1
  - how often you will have team meetings;
  - the time of the team meeting; and
  - where the meetings will be held.

WORKSHEET 1

DEVELOP YOUR OWN SUPPORT TEAM

Below are listed the kinds of people whom you may want to involve in your support team. You do not have to write a name on every line, and you may wish to write more than one name on some lines. Just list the names of those individuals whom you would like to include on your support team:

Parent(s) _____

Vocational Teacher(s) _____

_____

Other Teachers _____

_____

Job Placement Counselor _____

Guidance Counselor _____

Rehabilitation Counselor _____

Possible Employer(s) _____

_____

Spouse _____

Union Representative _____

Friends _____

_____

Community Agency Representatives _____

_____

_____

Other(s) _____

_____

- Once you have asked a few people to be on your team, then you can ask them to recommend employers and others who could join your team to help you prepare for, find, and keep a job.

- Ask your teacher to suggest an employer that could help you prepare for the working world by joining your support team.

Remember that your field coordinator will help you organize your support team. He or she can suggest possible team members and invite them to your first team meeting.

Your First Support Team Meeting

Now that you have a support team, you and the field coordinator can plan your first team meeting. Your first meeting will be opened by the field coordinator. Here are some suggested activities that can be carried out at your first team meeting:

- Let the team members introduce themselves and describe how they may be able to help you make your transition from school to work.

- Ask the members if you are meeting at a convenient time and place for them.

- Select a team leader. Choose someone with whom you feel close. The team leader will organize your team and conduct meetings so that you will benefit from each person on your team.

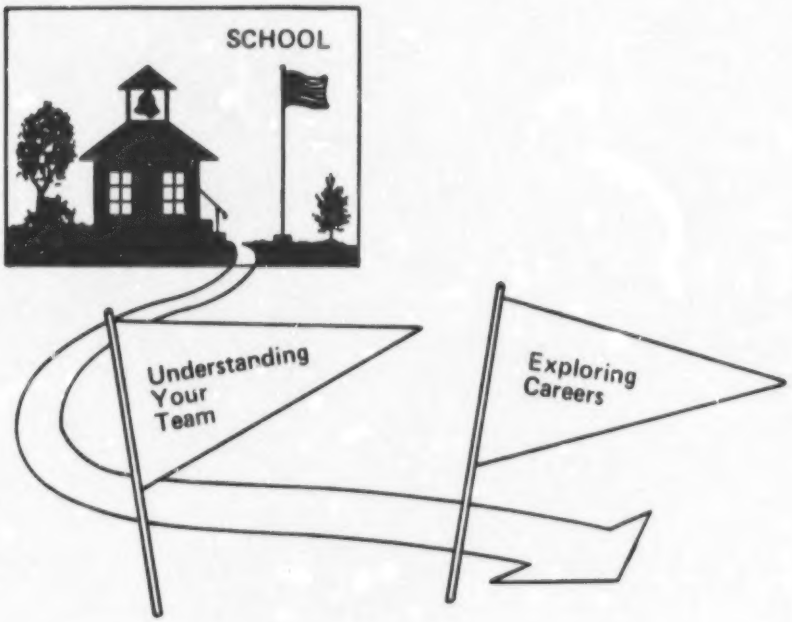
- Review your individualized education program (IEP) with team members, if it has already been started. If the IEP is not already in process, the field coordinator and the team leader should describe for the team what an IEP is, its components or parts, and why IEPs are important.

- Discuss the careers that you are interested in exploring. Ask team members if they can suggest site visits for you to explore various jobs among the careers of your interest.

- Turn to the next section of the workbook, Exploring Careers, and seek suggestions from team members about the activities listed on p. 11.

Try to keep your team meetings short. Be organized by making a list of all the points, problems, or questions you want to discuss. You can occasionally meet with your team members alone. It will give them a greater sense of responsibility. Remember, your team will help you find the right path to a successful job placement.

PATHS TO EMPLOYMENT



EXPLORING CAREERS

Career Opportunities and You

There are many ways you can explore your interests and skills. By finding out what you like to do and what your strengths are, you will be able to match these interests and skills with a job you will enjoy. Remember that your job includes the specific responsibilities you have when you work, but your career is your entire life's work. For example, you may now have a job as an auto mechanic and your career goal is to own an automotive mechanics shop. Below are some suggested activities to help you discover your interests and skills and to help you make a wise career decision.

Suggested Activities

- Discuss with your support team the job opportunities and the careers that interest you in your community.
- Talk to as many people as possible who are presently working. Find out what they like and do not like about their jobs; also learn the skills that are required to complete their jobs.
- Complete worksheet 2, Your Career Exploration Profile, on pp. 12-13. Ask your support team to help you with any part that you cannot complete. Ask your support team for names of people who work on jobs that you like and that you could visit.
- Begin to complete worksheet 3, Job Exploration, on pp. 14-15. Visit job sites and watch what workers do. Imagine yourself doing that job. Ask workers the 10 questions which are on worksheet 3, part C.
- Ask your support team to help you set up some work situations where you can try parts of jobs that you are interested in exploring. Try as many different jobs as possible.

If you need or want additional help with your career decision there are tests that can help you identify your interests and skills. Ask your support team to help you explore your interests and skills by using these tests. See figure 2 for the specific tests you can take to help you explore your interests and skills.

Career Information Sources

Now that you are familiar with your interests, abilities, and skills as well as the kinds of things to look for in a career, you should seek additional information about careers and jobs. Career information is available from many sources. Ask your support team members which of the following sources are possible to get.

WORKSHEET 2

YOUR CAREER EXPLORATION PROFILE

A. Answer the following questions honestly. Discuss with your support team your feelings about each question. Talk about jobs that match the working conditions you like. Check yes or no for each question below to indicate the kind of things you like to do.

	Yes	No
1. Do I like to work inside?		
2. Do I like to work outside?		
3. Do I like to work sitting at a desk?		
4. Do I like to work standing up?		
5. Do I prefer to work during the day?		
6. Do I prefer to work at night?		
7. Do I like to work with numbers?		
8. Do I prefer working with words?		
9. Do I prefer working with my hands?		
10. Do I like working or operating machines or equipment?		
11. Do I like to work with people?		
12. Do I prefer working alone?		
13. Do I like to work with large machines or equipment?		
14. Do I like to work with small machines or equipment?		
15. Do I like preparing or serving food?		
16. Do I like to work with jobs requiring use of pencil and paper?		
17. Do I like to prepare or read reports?		
18. Do I like to build or make things?		
19. Do I prefer to be the boss?		
20. Do I like to follow directions given by the boss?		

WORKSHEET 2

YOUR CAREER EXPLORATION PROFILE—continued

B. Name four careers you are interested in:

1. _____ 2. _____

3. _____ 4. _____

C. Write below in the **job** column two jobs within the careers you listed in B above. Name a person who does each job, and write in the **contact person** column the name of that person opposite the job performed by that individual. Also write under the **job site** column beside the name of each **contact person** the name of the place where the person works. Ask your support team members to suggest **contact people** you could visit, if you have difficulty thinking of possible persons. Invite a team member to join you when you visit job sites.

	Job	**Contact Person**	**Job Site**
Example:	Secretary	Jean Bailey	Southern Elec. Co.
1.			
2.			

Note: Complete worksheet 3 before you visit either job site above.

SOURCE: Adapted from Washburn, Winifred Y. *Vocational Entry Level Skills for Secondary Students*. San Rafael, CA: Academic Therapy Publications, 1975, pp. 97-101.

WORKSHEET 3

JOB EXPLORATION

Read and discuss this sheet with your support team before you visit the job site. Ask one member of your support team to go with you on your site visit if this would make you more comfortable.

A. Job Title _____

B. Company Name _____

Address _____

Contact Person _____

Phone Number _____

C. Questions to ask on your job visit.

1. What level of education do you need for this job (high school, advanced degrees, special certification)?

_____

_____

2. What experiences do you need to get this job?

_____

_____

3. What special skills do you need? Please list.

	Physical	Mental	Verbal
Example:	lifting, reaching	math, writing, reading	telephone calls, talking with other workers

WORKSHEET 3

JOB EXPLORATION—continued

4. What are the hazards of this job? _____

   _____

5. How available is this job? _____

6. What is the salary range? _____

7. Is shift work required or available? _____

   What are the hours and days? _____

8. Do I qualify for an entry level position with my abilities (see worksheet 2) and experiences? _____

   Why or why not? _____

9. What are the application procedures (resume required, applications, personnel office)? _____

   _____

10. To whom should I talk if I am interested in applying for a job?

    _____
    Name

    _____
    Position Phone Number

Write any other questions you may have on a separate piece of paper. Ask questions that specifically relate to your skills and experiences and to the job you are exploring.

D. After your visit, complete this section.

1. Are you the kind of person who would like this job? _____

   Why? _____

   _____

2. What do you like about this job? _____

   _____

3. What wouldn't you like about this job? _____

   _____

SOURCE: Adapted from Lillie, Gail D. "Job Exploration" materials presented at Inservice Session, Plain City, OH, April 21, 1981.

CAREER ASSESSMENT INSTRUMENTS

Type of Test	Name of Suggested Tests	Purpose
Interest Surveys	Some recommended interest tests: Kuder Preference Record Reading Free Vocational Interest Inventory The Self-Directed Search by J. L. Holland Strong Campbell Interest Survey Strong Vocational Interest Blank WRIOT—Wide-Range Interest-Opinion Test	These surveys are used to determine high, medium and low areas of interest ranging from unskilled jobs through professional occupations. They can be taken anytime during an individual's career exploration from elementary school through adulthood. If you have not taken an interest survey, it will be especially helpful to take one before you begin your job search.
Aptitude Tests	Some recommended Aptitude Tests: CAPS—Career Ability Placement Survey Career Assessment Inventory Differential Aptitude Test GATB — General Aptitude Test Battery NATB — Non-reading Aptitude Test Battery	These tests measure skills such as motor coordination, spatial aptitude, numerical aptitude, form perception and clerical perception. By comparing your aptitudes with required skills in a specific career you will be able to tell how well you could do. Finding out which aptitudes are your strongest may be helpful information to you and your support team.
Vocational Assessment/ Work Sampling	Some recommended work sampling series: JEVs — Jewish Employment and Vocational Service McCarron-Dial Micro-Tower Singer Tap Wrest Valpar	Vocational Assessments are made up of hands-on work samples which give you an opportunity to try many different kinds of jobs. The results of your work are then used to make recommendations for appropriate areas of employment and/or training and supportive services which may be needed while you are receiving your training.

SOURCE: Parts of the above chart are adapted from Brolin, Donn, and Kokaska, Charles. *Career Education for Handicapped Children and Youth*. Columbus, OH: Charles E. Merrill Co., 1979, pp. 216-219.

Figure 2. Recommended career assessment activities

Suggested Activities

- Check the *Dictionary of Occupational Titles* (D.O.T.) that classifies an applicant's previous work experience and the specific duties of a job. Each job has a definition that describes what gets done, how it gets done, and the purpose of the job (U.S. Department of Labor, 1977, p. xv).

- Look in the *Occupational Outlook Handbook* that describes what a person actually does on a job, the skills and training required, the working conditions, and what type of career opportunities will be available in the upcoming years in each specific field (U.S. Department of Labor, 1974, p. iv).

- Go to your school and/or public library to find information on a variety of careers.

- Look through the newspaper "Help Wanted" sections to find out what jobs are open and which companies are hiring.

- Pick up at the state employment agency, brochures, pamphlets, and handouts regarding jobs available in your community.

- Explore jobs that interest you by visiting a job site to observe the work being done. (See next section to get some tips on arranging job visits.)

Job Visit Arrangements

Before you contact the job site, get as much information as possible about the job from sources, such as the above. Ask counselors or coordinators for help in locating information.

Arrange a visit at a convenient time for personnel at the job site. Use the following guidelines to arrange your visit:

- Decide where you want to visit.

- Make an appointment by calling the company and asking for the personnel manager. Explain to the personnel manager that you are interested in their company and would like to tour their plant. When you call, be sure to tell them
  - who you are;
  - what school you attend;
  - that you would like to visit to learn more about the job before you graduate; and
  - your coordinator's name and telephone number in case they need to talk with him or her.

- Keep a schedule of appointments including names and telephone numbers in case you must cancel. Try not to inconvenience the company by canceling. **Always call if you must cancel.**

- Review worksheet 3, Job Exploration, pp. 14-15, before you visit the job. Be sure to ask questions during your visit about any information you seek.

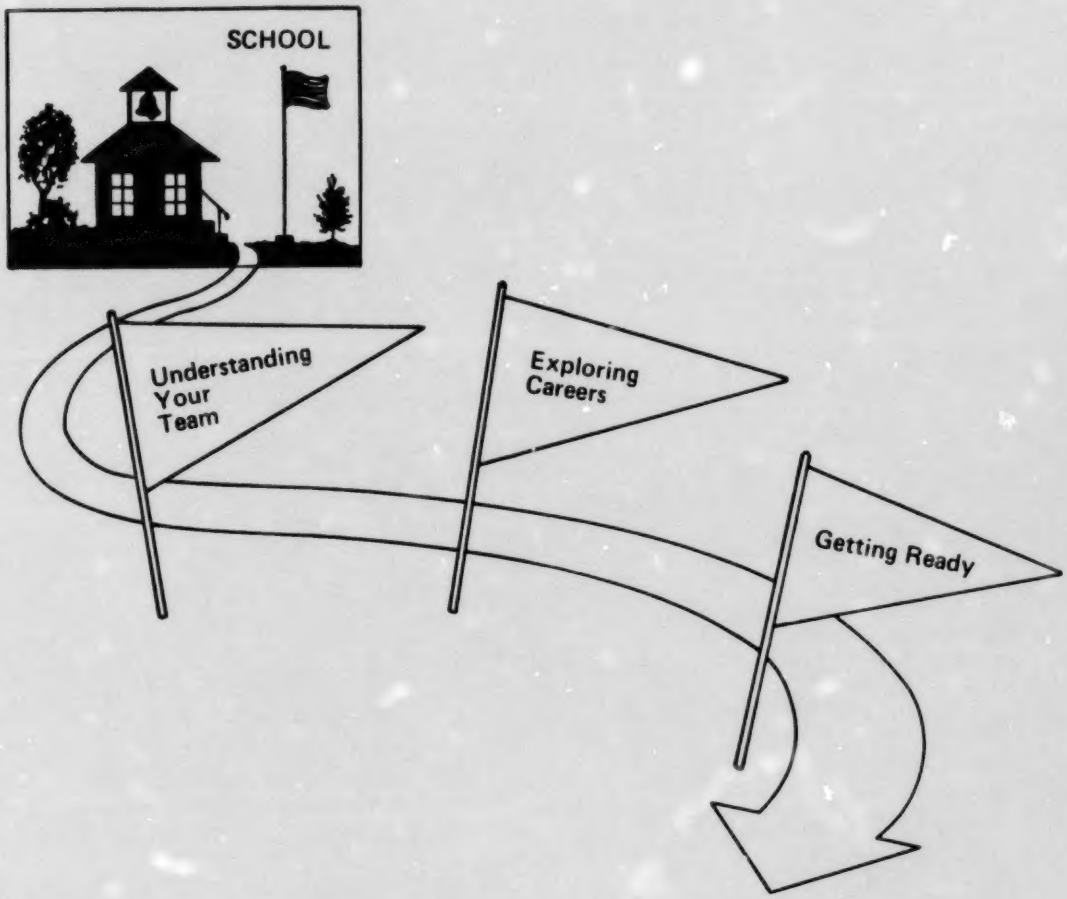
- Dress appropriately in clean, neat clothes.

- Be on time.

- Have some questions ready to ask during your visit.

- Be courteous. Remember, you are a guest.

PATHS TO EMPLOYMENT



GETTING READY FOR THE WORLD OF WORK

Before you enter the world of work, there are many things you can do to help make your transition from school to work a successful experience. This section lists many suggested activities and provides worksheets to help you get ready to enter the working world.

Read the following activities and worksheets and complete those that will help you take this big step. Remember your path to employment will be easier if you are ready to enter the world of work.

Completing Your Graduation Requirements

Even though you may start work while you are still in school, it is important to complete the necessary requirements for graduation. Whether it is high school or postsecondary school that you are finishing, completing your program will make your job search easier. By completing the necessary requirements to obtain your diploma or degree, you will find a better job in less time than if you do not have one or more of them. Follow the suggested activities listed below to be sure that you will graduate.

Suggested Activities

- Check to see if you have met the graduation requirements by meeting with the guidance counselor and comparing the credits you have already earned with the number of credits needed for graduation.
- Ask for help in any course that has been giving you difficulty.
- Report and discuss any difficulties you have meeting the graduation requirements with your support team members; seek their advice.

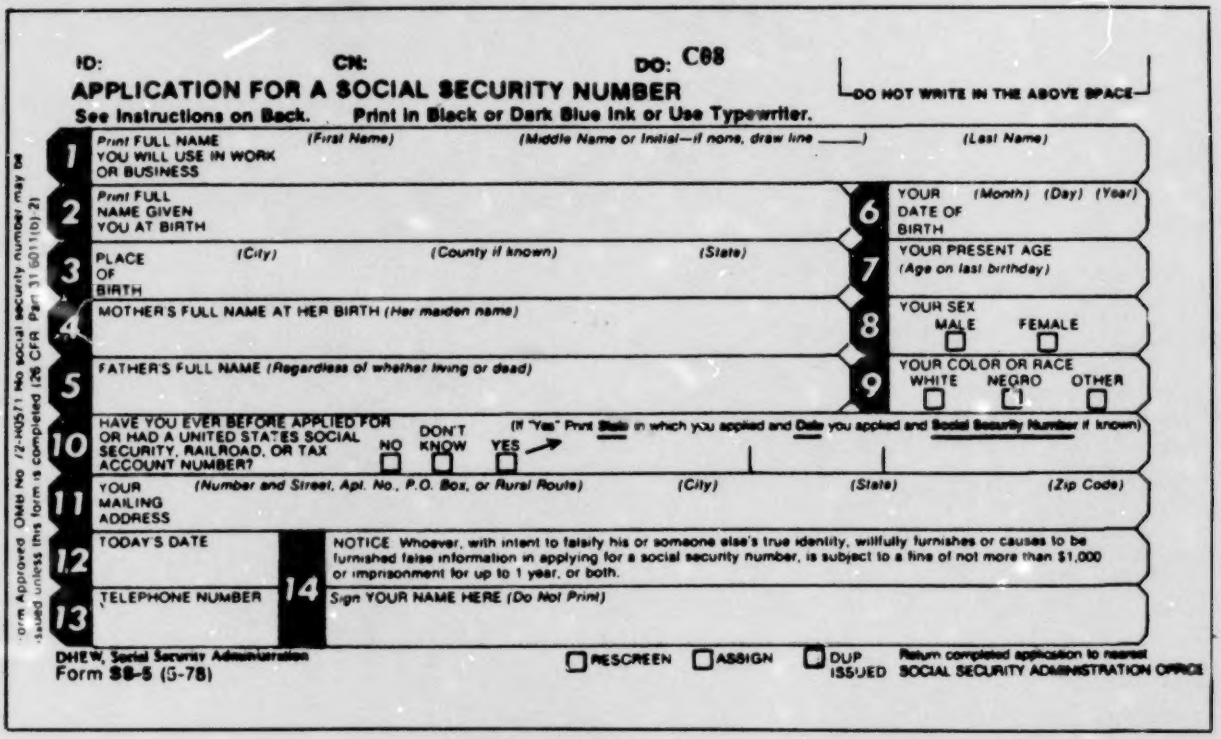
Obtaining Your Social Security Number

If you do not have a Social Security number, get an application at any post office. Fill out the application and send it to the Social Security Administration Office. See the following Sample Social Security Application Form.

Preparing Your Job I.D.

Your Job I.D. sheet is prepared before you begin filling out job applications. You write all of the information requested on the I.D. Sheet so that, when you fill out a job application form, you can look at the I.D. Sheet to be sure that you have correct information on the application (complete worksheet 4, Job I.D. Sheet, pp. 23-24).

SAMPLE SOCIAL SECURITY APPLICATION FORM



ID: CN: DO: C08

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line ____) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

DHEW, Social Security Administration
Form SS-5 (5-78)

☐ PRESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Form Approved OMB No. 72-R057.1 No social security number may be issued unless this form is completed (26 CFR Part 31.6011(b)-2)

Writing Your Resume

A resume is a description of who you are, including your education, skills, and experiences. A resume is not required for all jobs. Check with your vocational instructor or job placement counselor to see if a resume is required for your particular area of interest.

Your resume should contain the following information:

- name
- address
- telephone number
- education
- training experience
- work experience
- special skills
- honors, awards
- references or an offer to provide references

Keep your resume short, preferably one page in length. All statements describing your education and work experience should be clearly stated and organized in order, beginning with your most recent schooling or job.

Study the following Sample Resume provided. If your career requires a resume, complete worksheet 5, Writing Your Resume. Then use worksheet 6, Checklist for Resumes, to rate your

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WORKSHEET 4

JOB I.D. SHEET

Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Phone: _____

Date of Birth: _____ Age: _____

Social Security No.: _____

In Case of Emergency

Name: _____

Address: _____ Phone: _____

Schools Attended

High School: _____ Phone: _____

City, State, Zip: _____

Dates Attended: _____

Junior High School: _____ Phone: _____

City, State, Zip: _____

Dates Attended: _____

WORKSHEET 4

JOB I.D. SHEET—continued

Work Experience

Firm: _____

Address: _____

Supervisor: _____

Dates of Employment From: _____ To _____

Firm: _____

Address: _____

Supervisor: _____

Dates of Employment From: _____ To _____

References

Name: _____ Address: _____

City, State, Zip: _____

Telephone: _____ Occupation: _____

Name: _____ Address: _____

City, State, Zip: _____

Telephone: _____ Occupation: _____

Name: _____ Address: _____

City, State, Zip: _____

Telephone: _____ Occupation: _____

SOURCE: Winifred Y. Washburn, *Vocational Entry Level Skills for Secondary Students* (San Rafael, CA: Academic Therapy Publications, 1975), p. 200.

SAMPLE RESUME

John Doe

Address: 1562 W. Broad Street
Columbus, Ohio 43215

Telephone: (home) 614-234-3245
(work) 614-240-3145

JCB OBJECTIVE: to obtain a full-time position as a secretary within a company that offers possibilities for promotion to a lead secretary in a department

EDUCATION: 1980-1981 - Franklin University, Columbus, Ohio. Associate Degree in Secretarial Science

1974-1978 - West Central High School. Certification in Office Practices. Skills include typing 65 w.p.m., dictaphone typing 60 w.p.m., operating xerox equipment, filing, transcribing, and other duties associated with running an office

WORK EXPERIENCE:

1976-Present - Secretarial Assistant - Tooley's Office Shop, 171 E. Main Street, Columbus. Work 16 hours weekly assisting the lead secretary in typing, filing, xeroxing, and other areas as needed

HONORS AND AWARDS: Junior Year Class Treasurer, 1977; Dean's List winter and spring quarters 1978

REFERENCES: References available on request

WORKSHEET 5

WRITING YOUR RESUME

Fill in the blanks below and then either type it neatly yourself or have it typed neatly. Let your support team review and make recommendations to improve your resume by using worksheet 6, Checklist for Resumes.

Name: _____ Telephone: _____

Address: _____ Home: _____

Work: _____

JOB OBJECTIVE: (optional—omitting the job objective allows you more flexibility in job hunting)

EDUCATION: (most recent listed first)

WORK EXPERIENCE: (most recent listed first)

HONORS AND AWARDS:

REFERENCES: (You may simply state, "References available on request.")

WORKSHEET 6

CHECKLIST FOR RESUMES

RATINGS				
ITEM	Yes	No	Perhaps	SUGGESTIONS FOR IMPROVEMENT
Does the resume draw a clear picture of your qualifications for the job you are seeking?				
Does it make the reader want to read it?				
Do the sentences begin with action words?				
Does it emphasize your accomplishments?				
Does it emphasize what you can do for your employer?				
Does it leave out unrelated personal information?				
Is the language clear and understandable?				
Is it well-printed on good quality paper?				
Does the form of your resume demand attention?				
Do your strongest points stand out?				

SOURCE: Copyright © 1981 by Tom Jackson and Davidyne Mayleas. Reprinted by permission of TIMES BOOKS, a division of Quadrangle/The New York Times Book Co., Inc. from: *The Hidden Job Market for the 80's* by Tom Jackson and Davidyne Mayleas.

work. Let your support team rate your resume, too. Have it typed, neatly and accurately and preferably formatted and printed, once you have completed worksheets 5 and 6. **A resume should contain language that best describes you. It should highlight your strong points.**

Preparing Your Letter of Introduction

If your field requires a resume, you will also need a letter of introduction to send with your resume as you apply for jobs. Some points to remember are listed below:

- Do not address the letter of introduction to "Dear Sir:" or "To Whom It May Concern:." Try to find out who will be receiving your resume by calling the company in advance.
- Emphasize the qualifications you have for this job.
- Make the letter short and to the point. Tell them why you want the job and why you can do the work required.
- Thank the individual for his or her consideration.

Study the following Sample Letters of Introduction (sometimes called "letters of application") and then write your own letter of introduction only if a resume is required for your file or you must send an application form through the mail.

Writing Your Job Application

Your job application is your chance to sell yourself to the employer. You must show that you do have the necessary skills for the job you want and that you can and will do the job. By filling out your application neatly and accurately you can show that you not only have the skills but that you also will be a good worker.

In order to fill out a job application correctly, it is important to understand all the different words that are used. Review the following list of words with a friend or your parents to ensure that you understand what is being asked for on your application.

Suggested Activities

Learn what all of the following words mean. You will often find these words on job application forms. If you have difficulty finding what these words mean, your teacher or your team leader will assist you.

identification	preferences	employer	agency
previous	experiences	position title	institution
route number	temporary	equipment operated	reason for leaving
present	education	department	minimum
address	major course	supervisor	salary
business	licenses	references	shift
home	certificates	relative	rotating shift
telephone	chauffeur	placement records	date available to start
work	expiration date	credentials	

SAMPLE LETTERS OF INTRODUCTION

431 Linwood Drive
Madison, MA 46210

Mr. Terrance Vance
D. J. Printing Company
3261 W. Broad Street
Madison, MA 46211

Dear Mr. Vance:

I am applying for the position of Layout Design Artist which was advertised in the Community News, April 5, 1981. Enclosed please find a copy of my resume which you have requested.

As a recent graduate of Madison's Vocational Education School I have received training and certification in the area of Graphic Arts. I have also worked a part-time job after school in a printing shop. I have operated the Headliner and the Stat machine and have assisted in the layout and graphic activities for brochures and business publications. I feel that this experience qualifies me as a layout design artist with your company.

Thank you for your consideration. I am looking forward to hearing from you soon.

Sincerely,

Jeffrey Morten

3261 Fourth Street
Mount Prospect, New York
May 19, 1981

Ms. Bert Rath
Bell Telephone
1936 E. Main Street
Albany, New York 14411

Dear Ms. Rath:

I am a June graduate of the Central Vocational Education Center in Mount Prospect. My area of training was in office careers with specialties in dictaphone typing.

I would like to apply for a position with your company in your dictaphone typing pool. I type 60wpm and feel I would be an asset to your firm. I would very much like to join your company. My resume with references is enclosed.

Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

Jane Doe

Practice filling out many applications before you apply for jobs. *Remember* that practice makes perfect if you correct mistakes as you practice. Fill out several application forms to be sure you understand all the different styles that are used to obtain the basic information found on your job I.D. (see worksheet 4, pp. 23-24). Ask for these applications at fast food restaurants, stores, companies, and at places you might like to apply. See samples completed on p. 31.

Suggested Activities

- Examine the following Sample Applications, samples A and B. What is wrong with sample A? What is wrong with sample B? Whom do you think an employer would hire?
- Fill out the application in worksheet 7, pp. 32-33 neatly and accurately.
- Use your job I.D. to ensure that all information is correct.
- Ask a team member if you need assistance.
- Ask a team member to check a few of your practice applications.

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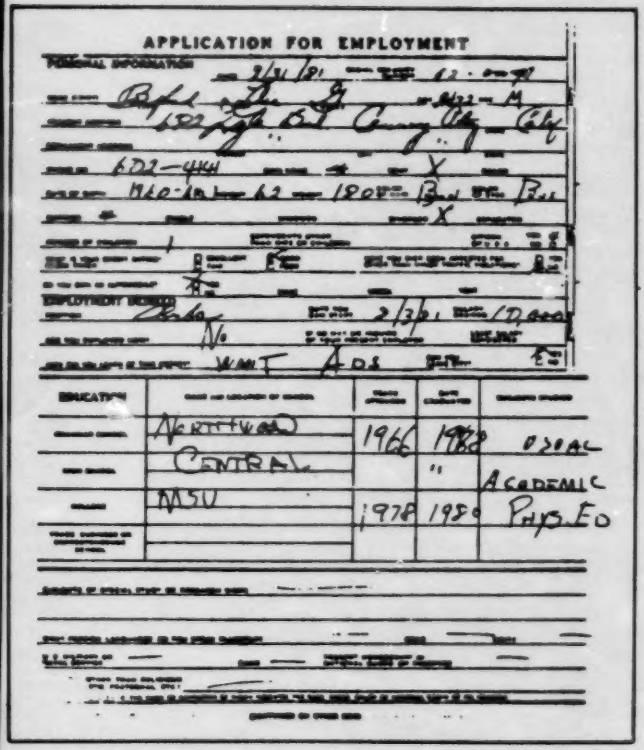
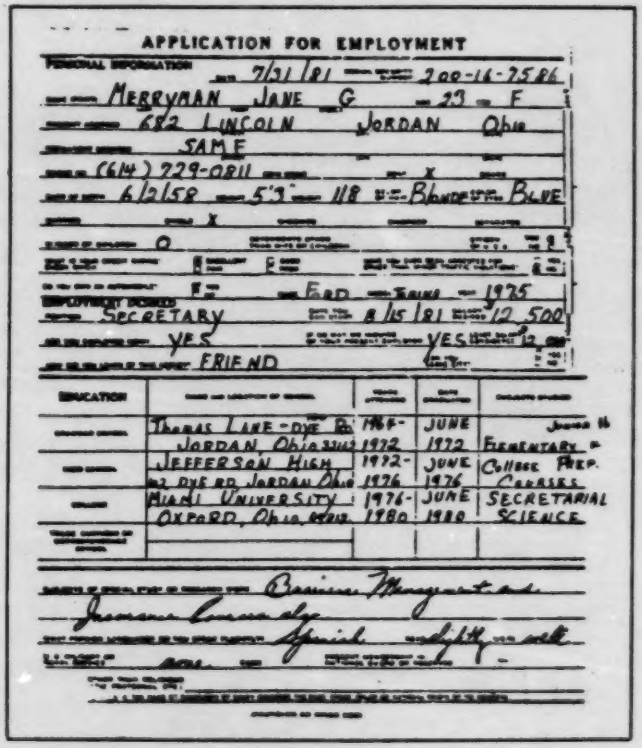
SAMPLE APPLICATIONS



APPLICATION FOR EMPLOYMENT

EDUCATION				
	NORTHWOOD	1966	1982	DEAL
	CENTRAL		"	ACADEMIC
	MSU	1978	1980	PHYS ED

Sample A



APPLICATION FOR EMPLOYMENT

EDUCATION				
	THOMAS LAKE - DYE RD JORDAN, OHIO 43063	1968-1972	JUNE 1972	ELEMENTARY
	JEFFERSON HIGH 82 DYE RD JORDAN OHIO	1972-1976	JUNE 1976	COLLEGE PREP. COURSES
	MIAMI UNIVERSITY OXFORD, OHIO 45056	1976-1980	JUNE 1980	SECRETARIAL SCIENCE

Sample B

Whom do you think an employer would hire?

Circle your answer: 1. Leslie 2. Jane

WORKSHEET 7

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME (PRINT) _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

WHAT IS YOUR CREDIT RATING? CHECK WHICH ☐ EXCELLENT ☐ GOOD ☐ FAIR ☐ POOR

HAVE YOU EVER BEEN ARRESTED FOR OTHER THAN MINOR TRAFFIC VIOLATIONS? ☐ YES ☐ NO

DO YOU OWN AN AUTOMOBILE? ☐ YES ☐ NO MAKE _____ MODEL _____ YEAR _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____ LEAST SALARY CONSIDERED _____

HOW DID YOU LEARN OF THIS AGENCY? _____ CAN YOU LEAVE CITY? ☐ YES ☐ NO

LAST FIRST MIDDLE

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ _____ WRITE _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

OTHER THAN RELIGIOUS STIC, FRATERNAL, ETC.) _____

U. S. THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

NOTE: Available from commercial office supply stores

WORKSHEET 7

APPLICATION FOR EMPLOYMENT—continued

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO	1.			
FROM TO	2.			
FROM TO	3.			
FROM TO	4.			

STARTING WITH FIRST EMPLOYER ABOVE, DESCRIBE DUTIES AND RESPONSIBILITIES?	NAME OF PERSON UNDER WHOM YOU WORKED
1	
2.	
3	
4.	

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

APPROXIMATE NUMBER OF DAYS ABSENT FROM WORK DURING LAST FIVE YEARS DUE TO ILLNESS OR INJURY CAUSES

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

Preparing for the Interview

Remember that it is very important to make a good impression at the interview. Study the rules in figure 3 and then practice an interview with a member of your support team using some of the interview questions provided (Biegeleisen 1976, pp. 104-111).

1. Make a good first impression by doing the following:
   - Arriving on time
   - Dressing neatly and appropriately
   - Looking alert and well rested
   - Sitting comfortably with good posture
   - Bringing a resume or a completed application if the employer does not already have a copy
2. Listen to questions carefully. Answer the questions clearly and truthfully.
3. Be friendly and polite, making eye contact and using the interviewer's name.
4. Shake hands firmly and assertively.
5. Do not smoke or chew gum.
6. Do not criticize a former employer.
7. Sell yourself by showing interest, initiative, and an ambition to succeed.
8. Prepare questions to ask the interviewer (see pp. 35-36).
9. Use words like "please" and "thank you." Good manners are important!
10. Be realistic in discussing money. Do not bring up salary questions until the interviewer mentions wages.
11. If accommodations are needed, be realistic and assertive on how they can be easily made. Describe how Rehabilitation Services Commission will assist in making accommodations.
12. Thank the interviewer for his or her time and attention. Ask the interviewer if you can contact him or her in a week to inquire about the job.

Figure 3. Interview rules

SOURCE: Reprint by permission of Grosset & Dunlap, Inc. from *JOB RESUMES, How to Write Them, How to Present Them, Preparing for Interviews*, copyright © 1976 by J.I. Biegeleisen.

Ten of the most difficult interview questions and some tips in answering them follow (Berman 1981):

1. **Tell me about yourself.**

   Do not give when and where you were born or childhood and high school stories.

   Do describe what your skills and achievements are—educational and work experiences. Include what you are looking for in a job. Be positive—sell yourself!

2. **What is your greatest weakness?**

   Do not put yourself down or confess every flaw.

   Do talk about those personality traits that sound negative but can really be a plus—"I can be a workaholic when I really get involved in a project" or "I tend to be a perfectionist about work."

3. **Why do you want to work here?**

   Do not answer by saying "I don't know" or "It's as good a place as any."

   Do know a little about the company before you go to the interview or you will have problems with this question. Responses such as "This company has a reputation for being a challenging place to work," is a good answer.

4. **Why should I hire you?**

   Do not mumble about your background, return a blank stare or say "I don't know."

   Do prove yourself and sell yourself to the interviewer. "I think I am extremely well qualified," and then discuss why you are qualified.

5. **Where do you see yourself five years from now?**

   Do not discuss your personal plans of marriage and children.

   Do give a general idea of what type of direction you are headed and promotions you are looking for. Describe any courses you plan on taking or degrees you plan on obtaining. Talk about the type of job you would like to have in five years.

6. **Are you applying for other jobs?**

   Do not indicate that this is the only job you are looking for.

   Do show how your talents may be used in different areas of the working world.

7. **Have you ever had a problem on a job?**

   Do not try to bluff through this question or give only the negative side of your problem.

   Do describe how you have stuck through a problem and learned from it.

8. **Do you foresee any difficulties related to your disability?**

   Do not be unrealistic when answering this question and do not try to bluff your way through this one.

   Do try to give helpful suggestions as to how the job can be rearranged to accommodate your disability. Be honest and realistic when describing the needed accommodations.

9. **Why did you leave your previous job?**

   Do not bring up negative factors that might occur at this present job such as personnel problems, management problems, or an inability to get along on the job.

   Do point out a need for challenging work and a productive environment in which to work. Also point out transportation problems or lack of opportunity for growth if these apply to previous jobs.

10. **Do you have any questions?**

    Do not come unprepared. Always have some questions ready before the interview.

    Do ask some of the following questions:

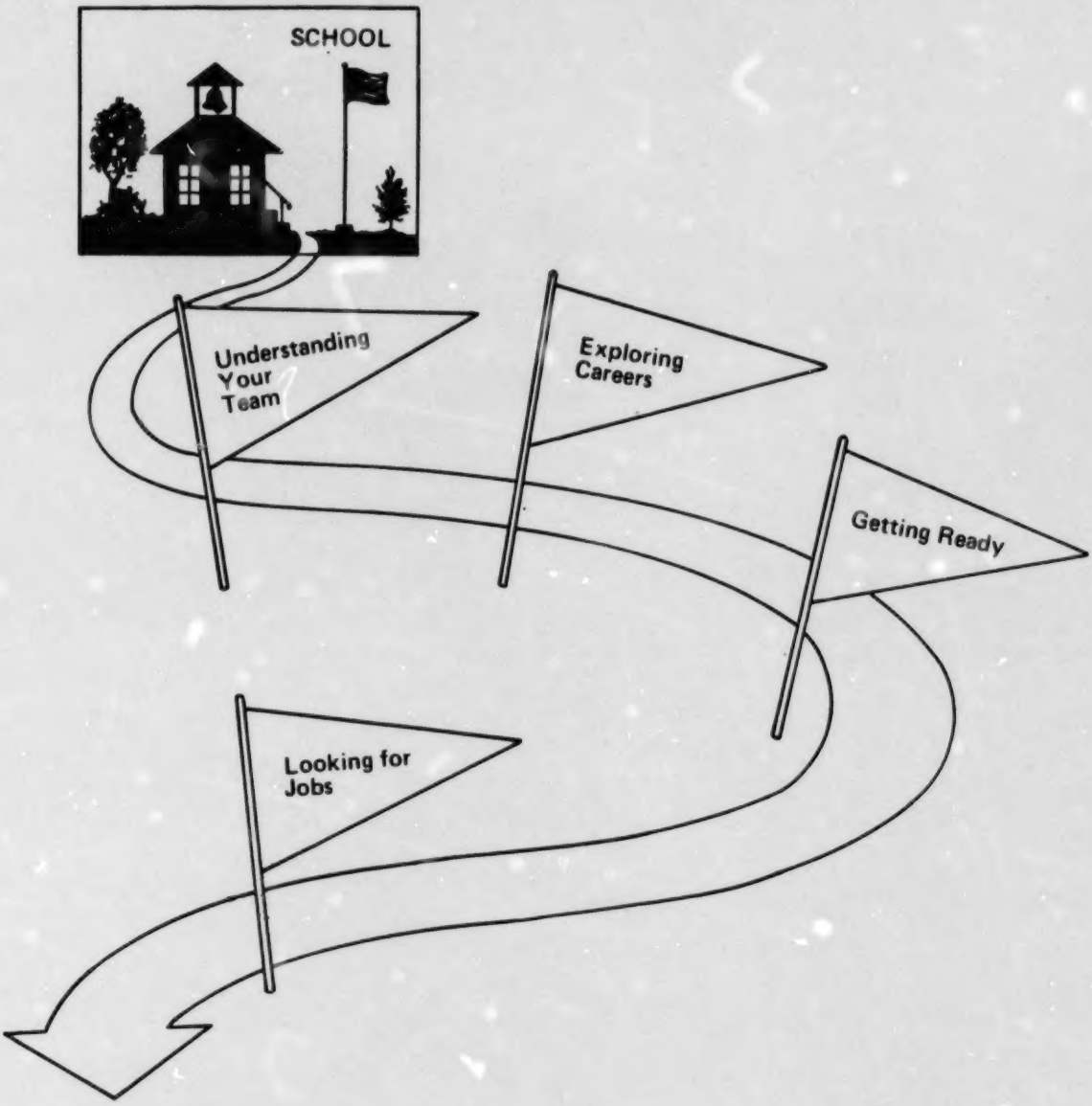
    - What type of benefits are available from this company?
    - What is the policy of the company in regard to promotions?
    - Does the company have a training program in which I may participate?
    - Are salary increases based on merit or length of service?
    - Does the company have a hospitalization and insurance plan?
    - How soon after the interview will I know whether I am hired? (p. 227)

    (questions copyright © 1981 by the Conde Nast Publications, Inc.)

Remember that the more you prepare for your interview, the more confident and relaxed you will appear. To make a good impression, remember these final three tips:

- Practice your answers to the above interview questions as many times as necessary to become comfortable with your specific response.
- Practice with a member of your support team, a teacher, parent, or employer. Be especially sure that you can explain how the employer can make reasonable accommodation for you if it is necessary to do so.
- Once you feel ready, take a deep breath and walk into that interview believing that you are the best person for the job. **You can do it!**

PATHS TO EMPLOYMENT



LOOKING FOR JOBS

Starting Your Job Search

You should begin your job search several months before you graduate. Look at the time line in figure 4 to see how exploring the job market involves several steps.

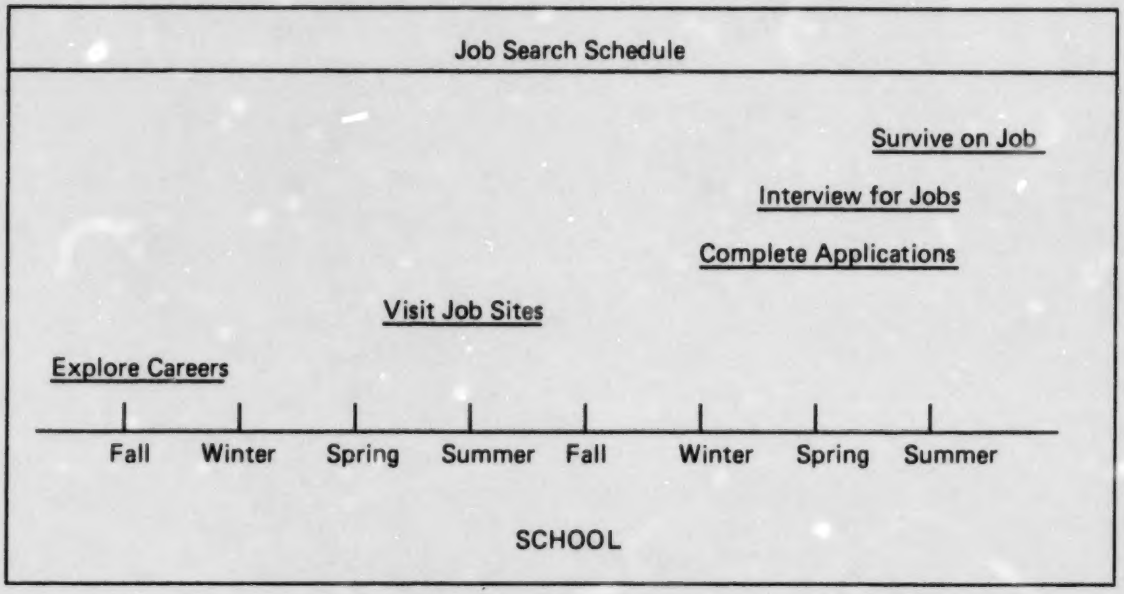


Figure 4. Time line of your job search

Getting Organized for Your Job Search

In order to organize your job search use file cards. By placing all the essential information on one file card like the following Sample Job Search File Card for each company that you are interested in, you can keep your job contacts organized. Important information to record is

- name of company;
- address;
- job source (help wanted ads, friend, et cetera);
- date of application;
- date of interview(s);
- how the interview went; and
- all contacts made with the company.

There are many different ways in which you can organize your job search. Listed below are several of the common sources you can use to find a job.

SAMPLE JOB SEARCH FILE CARD

NAME : BANK ONE
ADDRESS : 110 E. MAIN ST., COLUMBUS, OHIO 43221
PHONE : 421-3311
SOURCE : DAILY JOURNAL, HELP WANTED SECTION
CONTACT : JON BURNS, PERSONNEL MANAGER

DATE	EVENT
APRIL 2	COMPLETED JOB APPLICATION.
APRIL 9	CALLED MR. BURNS. ASKED FOR INTERVIEW. INTERVIEW SCHEDULED FOR APRIL 15.
APRIL 15	INTERVIEWED WITH MR. BURNS. INTERVIEW WENT WELL.
APRIL 16	SENT MR. BURNS A THANK YOU LETTER.

- **Help Wanted Ads** in the newspaper
- **Yellow Pages** of the telephone book
- **Job Placement Office** in the school
- **State Employment Office**
- **Rehabilitation Services Commission**
- **Private Employment Services** or placement offices
- **Job Leads** from teachers, parents, and friends

Each of these sources is discussed in this section.

Help Wanted Ads

Check your local newspapers' help wanted ads in the classified section. Many companies advertise job openings in the classified section.

Knowing the abbreviations below will help you to read and to understand the want ads. Learn the common abbreviations that are shown in figure 5 and are used frequently in newspaper ads (EDN Corporation 1980).

HELP WANTED ADS ABBREVIATIONS

exp. – experience	**appt.** – appointment
opp. – opportunity	**ref.** – reference
m/f – male/female	**rec.** – recent
s/h – shorthand	**HS** – high school
pref. – preferred	**grad.** – graduate
req. – required	**bft.** – benefit
comm. – commission	**mfg.** – manufacturing
sal. – salary	**EEO** – equal employment opportunity
dr. lic. – driver's license	**temp.** – temporary
emp. agy. – employment agency	**yr.** – year
wpm – words per minute	**emp. serv.** – employment service

Figure 5. Help wanted ads abbreviations (p. 29)

SOURCE: Excerpt from "Getting a Job," copyrighted publication from EDN Corp., Jenkintown, PA 19046.

Complete worksheet 8, Help Wanted Ads, to learn what to look for when you read ads.

Different newspaper editors organize the help wanted section in different ways. Most papers list the ads in alphabetical order. Sometimes you have to check several different job headings to find the positions you want. For example, you may find an auto mechanic position listed as either "auto mechanic" or "mechanic." Cooks can be advertised under titles of "cooks," "chefs," "kitchen help," or "restaurant help." A secretary can look under "secretary," "legal secretary," "medical secretary," or "office work." It is important to look through the entire help wanted section to become familiar with the style of your local newspapers.

Yellow Pages of the Telephone Book

The telephone book is another important tool to help you in your job search. Many companies do not advertise in the want ads because they can fill their vacancies and openings with people who apply directly to the company.

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WORKSHEET 8

HELP WANTED ADS

Read the sample help wanted ads below. Answer the questions that follow by selecting the best ad that each person should consider in their job search (Classified Ads 1981, pp. 12-14).

Classified Advertising

HELP WANTED

121 Help Wanted Trades

AC AND HEATING SERVICE TECHNICIAN—Minimum 5 years experience. Top wages and benefits. Atlas Butler Inc. call 228-3257. Equal Opportunity Employer

AUTO MECHANIC—For foreign cars, mostly Mercedes Benz. Tools and exp. needed. Coachcraft Motors, 880 E. Hudson, 261-1541.

AUTO Mechanic, starting now. JOBLIST, INC. $40 fee. 263-1794.

BRICKLAYERS, will start now. JOBLIST, INC. $40 fee. 263-1794.

MECHANIC
Rear ends and transmissions. Class B trucks. 5 yrs. exp. (A plus grade). Top wages and benefits. Reply Box RN-4932 care Dispatch.

PLUMBERS
New work, with at least 5 years experience. Top hourly rate plus overtime. Paid vacation. Hospitalization available. Apply M. J. Baumann Company, Inc. 1344 S. Ohio between 9 am-5 pm., 444-2163.

WELDERS Heli-Arc type. DIAL JOBLIST, INC. $40 fee. 263-1794.

MACHINIST
Immed. opening, 1st/2nd shift. Must have hand tools and able to set up and run mills and lathe. Call 274-0667 for an appt.

MECHANIC WANTED
Have immediate opening for exp. line mechanic. Should be certified. Good pay. Contact service manager Capital AMC.

BEAUTICIANS
HAIR DESIGNER
With manager's license, with or without clientele, full or parttime. Salary, commission and benefits. For interview 221-6726.

BEAUTICIANS
Fulltime. Guaranteed salary plus commission. 888-9761.

BEAUTICIAN—Assistant to hairdresser, guaranteed salary. Arlington area. 488-4511.

BEAUTICIAN—Fulltime. Mgr's license to work alone. Exp. w/ following N. end. 263-6990.

BEAUTICIAN—Progressive salon. East 236-8070.

BEAUTICIAN—Full or parttime. Southeast 447-4448.

BEAUTICIAN
INSTRUCTOR
Enjoy a rewarding career with many benefits including guaranteed income, regular schedule, Blue Cross benefits, paid vacation and sick leave and profit sharing plan. Must have 1 yr. salon experience. Up to date skills and be a high school grad. Call Miss Carter at The Ohio State School of Cosmetology, 228-7769.

123 Help Wanted Misc.

SWITCHBOARD OPERATOR
Requires typing at 40 WPM and 1 year experience on multi-line switchboard or reception. Ability to deal with the public essential. Near Downtown location with free parking. Call North Central Community Mental Health Center, Personnel Office, at 279-2900. Equal Opportunity Employer M/F

MEDICAL SECRETARY
Experienced, dependable, mature. 263-1865.

SECRETARY
Secretary needed for downtown law firm. Must be capable of accepting responsibility. Transcribing experience, excellent spelling, prior secretarial experience and ability to type 70 wpm required. Legal experience not required. Excellent opportunity for qualified person. For appt. phone 228-8575.

SECRETARY
Accounting Dept. Compose and set up letters, help out on bank deposits, etc. Call Mike Vance: 263-5480. ACT-I NORTH, 1875 Morse Rd. Inc. EOE M/F.

1. Joe has completed a high school welding program. He can weld using the Heli-Arc method. Name the company and the number he should contact for a welding job.

   Person to contact _____ Telephone _____

2. Jim is a recent graduate from a high school secretarial program. He also had a part-time job where he gained transcribing experience. Name the person to contact and the telephone number of the position for which Jim is most qualified.

   Person to contact _____ Telephone _____

WORKSHEET 8

HELP WANTED ADS—continued

3. Nancy just graduated from a high school cosmetology program. Name two jobs for which she could apply and the telephone numbers she should call.

   Name of Job _____ Telephone _____

   Name of Job _____ Telephone _____

4. Mike is an auto mechanic with two years' experience as a foreign car auto mechanic. He just completed a two-year postsecondary technical program in automotive mechanics. Name the company and the telephone number for which he should apply.

   Company _____ Telephone _____

5. Which beautician's position pays a salary, commission, and benefits? List the title of the position and the telephone number.

   Position _____ Telephone _____

6. Please list the telephone number for employment service entitled JOBLIST and the amount of the fee you would pay if you should get a job through JOBLIST.

   Telephone Number _____ Fee $_____

7. Please list a position in which you would need your own tools. What is the telephone number for contact?

   Position _____ Telephone _____

8. Tom recently received his manager's license for a beautician's shop. Name two telephone numbers he can call to apply for a position as manager.

   Telephone Number _____ Telephone Number _____

It is also important that you apply directly to the company with which you would like a job. By looking through the Yellow Pages, you can find businesses, companies, and organizations that may have jobs that you like. Decide in which city, town, or area you would like to work and just how far you are willing to travel to work. Then call those places of interest to you within that area and ask if they have any openings. Read the examples of two job searches on the following pages to see how two students used the Yellow Pages to find jobs.

- **Job Search 1**—Amy just completed a Child Care Program and is looking for a job as an aide in a day care center. Amy first looked in the help wanted ads. She looked under the following headings:

  - Aides—day care center aides
  - Child Care—child care centers
  - Day Care—day care centers
  - Teachers—teachers for day care centers

  Amy could not find any positions in a day care center advertised in the help wanted ads. She then looked in the Yellow Pages (Ohio Bell System Yellow Pages, 1980-1981).

  There were four pages with an average of 15 to 20 different day care centers on each page. (See figure 6.) Amy circled the centers that were located near her home and called each of the centers to see if they had any openings for teacher aides. Three of the centers did need an aide and asked Amy to come in and fill out an application and interview for a position of teacher aide.

TELL THE ADVERTISER—"I FOUND YOU IN THE YELLOW PAGES"
Day 341
Day Nurseries & Child Care (Cont'd)
Day Nurseries & Child Care (Cont'd)
Day Nurseries & Child Care (Cont'd)
Day Nurseries & Child Care (Cont'd)
FOR INFORMATION CALL
COLUMBUS
GAHANNA
GROVE CITY
WESTERVILLE
LITTLE LEAGUERS PRESCHOOL
LITTLE SOUL IN THE PRAIRIE
WESTERVILLE
PRIVATE PRE-SCHOOL
DAYCARE & KINDERGARTEN
Day Care & Pre-School
CONTINUED NEXT LISTING PAGE
NEVER MAKE A DEPOSIT ON AN APARTMENT unless you definitely have decided to move into it. You usually forfeit your deposit if you fail to take it.
RICK'S CHILD GUIDANCE CENTER KINDERGARTEN
SCHOOL PREPARATORY TEACHING WITH CHILD CARE
(ELMINIE RICKMAN-DIRECTOR)
SERVING COLUMBUS FOR OVER 20 YEARS
AGES 2 THRU 12
• CERTIFIED PERSONNEL
• INDIVIDUAL CLASS ROOMS
• PRIVATE TUTORING
• HOT BREAKFAST
• NOON MEALS
• FENCED IN PLAYGROUND
• TRANSPORTATION PROVIDED
CALL FOR REASONABLE RATES
252-8467
289 WOODLAND
OPEN MON - FRI 6:30 AM to 5:30 PM
NORTH-NORTHEAST-WESTERVILLE
LICENSED • HOT LUNCH • EXPERIENCED TEACHERS
BABYSITTING • ORGANIZED ACTIVITIES • POOL
AGES 2-10 SUMMER PROGRAM 6:30 AM-6 PM
BEFORE & AFTER SCHOOL PICK-UP
Rt. 161 at Rt. 3
(At S. Exit of K-Mart Shopping Center)
Fairyland
DAY NURSERY
PRE-SCHOOL
882-7738
Conveniently for
ARLINGTON • WORTHINGTON • DUBLIN
BEECHWOLD • CLINTONVILLE • N.W. COLUMBUS
Arlington CHILDREN'S CENTER
"The School With a Program"
INFANTS THRU SCHOOL AGE
451-5400

Figure 6. Yellow Pages: child care centers

SOURCE: Reprinted by permission of The Ohio Bell Telephone Company.

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- **Job Search 2**—Mike has just completed an auto mechanics program and is looking for a job in an auto shop. Mike looked in the want ads under the headings of mechanic and auto mechanic. Since the positions in the help wanted ads required more experience than Mike had, he turned to the Yellow Pages. He found 16 pages with many different repair shops listed (Ohio Bell System Yellow Pages, 1980-1981) (see figure 7). By circling the shops that were within 5 miles of his home and then contacting these shops, Mike filled out 16 applications, had 2 interviews, and was offered 2 positions as a mechanic.

TELL THE ADVERTISER—"I FOUND YOU IN THE YELLOW PAGES"
Automobile 133
Automobile Repairing & Service (Cont'd)
Automobile Repairing & Service (Cont'd)
Automobile Repairing & Service (Cont'd)
Automobile Repairing & Service (Cont'd)
24 HOUR TOWING
- Mechanic On Duty -
MAJOR & MINOR REPAIRS
ALL MAKES & MODELS
WESTLAND AREA
AUTHORIZED DEALER
• FACTORY TRAINED MECHANICS
• FACTORY PARTS
WE EMPLOY MECHANICS CERTIFIED BY
Classic Cars inc.
4639 W. BROAD
878-7203
EMERGENCY TOWING
878-9107
OPEN MON THRU FRI 8 TO 5
THURSDAY EVENINGS TILL 9
Little Cars INC.
"WE DO THE WHOLE JOB"
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Figure 7. Yellow Pages: automobile repairing and service

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Job Placement Office in the School

Since local businesses will often check with the school's job placement office to seek qualified workers, your school's job placement office will have notices of job openings in your community. Register with the job placement office and meet with the counselor to see if there are any jobs that may interest you.

Also find out what the procedures are for keeping informed about current job notices the office may receive throughout the summer. An important question to ask the counselor is, "Will you contact me if you receive any notices of jobs for which I am qualified?"

State Employment Office

The state government has a similar office that also helps people find jobs. The state employment office has a wide range of services including matching employer needs with those capabilities of people looking for jobs. Some offices have computerized systems that can help you locate job openings in your community. Look in the telephone directory or call information for the employment offices' numbers and make an appointment with a job counselor in one of them.

Rehabilitation Services Commission

The state also offers special assistance to handicapped individuals through the Rehabilitation Services Commission. There are two branches that offer services. They are as follows:

1. Bureau of Services for the Visually Impaired (BSVI)—Assists those individuals who are visually impaired

2. Bureau of Vocational Rehabilitation (BVR)—Assists all other handicapping conditions including all types of physical and mental impairments with the exception of blindness, drug addiction, and alcoholism

The goal of rehabilitation services is to guide visually impaired, physically or mentally handicapped persons to gainful employment through one or more of a series of services (Rehabilitation Services Commission of Ohio, 1977). The types of services provided by both BVR and BSVI include any or all of the following:

- evaluation - medical, psychological, and vocational
- guidance and counseling
- physical and mental therapy
- job training
- personal adjustment
- tools and equipment necessary for carrying out the job
- transportation

- placement
- follow-up

Any person of employable age whose physical or mental handicap prevents him or her from getting or keeping a job is eligible for rehabilitation services (Rehabilitation Services Commission of Ohio, 1977). Check with either BVR or BSVI to find out if you are eligible. Rehabilitation may become a valuable resource, especially at the postsecondary level of your education. If you feel you are eligible and would like assistance from BVR or BSVI, contact your local office and apply for services. A rehabilitation counselor will then help you to find assistance during your transition from school to work. It is important to include this rehabilitation counselor on your support team.

Private Employment Services

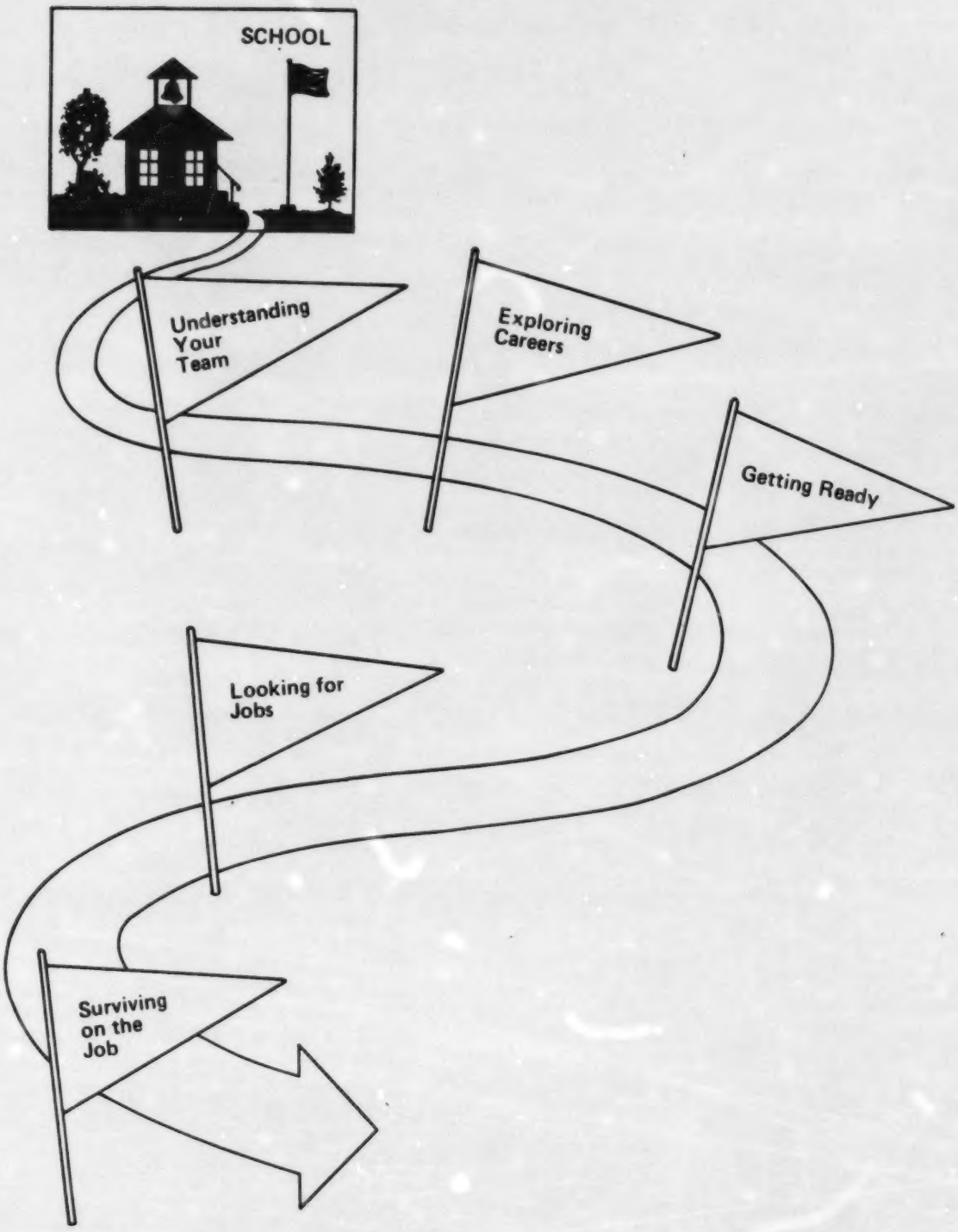
Private employment services are businesses that also can help you find a job. They charge you or the employer a fee if they place you on a job. Review the following points to gain an understanding of how employment agencies operate:

- You must first interview with a counselor from the agency so your interests, skills, and job choices can be discussed.
- The employment service will then set up interviews for you in companies that have openings that may interest you.
- Many companies will state in the help wanted ads whether the employment service charges for a successful job placement. Employment services may charge the client directly for a successful placement. The fee ranges from $25.00 to above $2,000.
- Usually the employment service does not require a fee unless they have placed you on a job.
- Ask what the company policy is on fee collections before you make an appointment with the employment counselor.

Job Leads

Remember that your support team can help you find a job. By asking your vocational teachers, parents, and friends if they know of anyone who might be looking for someone with your skills, you can get important job leads. Employers would prefer to hire someone who comes with a good recommendation. Ask your teachers, parents, and friends for recommendations and suggestions of where you can find a job.

PATHS TO EMPLOYMENT



SURVIVING ON THE JOB

Once you have found a job, your next step to success is surviving on the job. Surviving on the job includes the following three abilities:

- completing all job duties at a satisfactory level
- getting along with your supervisor or boss
- getting along with your fellow workers

There are many other factors that are important to employers. A survey ("On the Making of Behavioral Observations" 1976) found that employers feel that the factors listed in figure 8 are important to survive on the job. Study these factors and make an effort to show your boss that you are a good worker.

GOOD WORK HABITS

1. Following directions
2. Being on time
3. Taking pride in your work
4. Organizing your work
5. Getting along with others
6. Coping with problems
7. Controlling your frustrations
8. Communicating clearly
9. Using good judgment
10. Being enthusiastic
11. Showing a desire to continue in the occupation
12. Showing a willingness to learn
13. Dressing appropriately

Figure 8. Factors important to employers

Research has shown that the "majority of people who lose their jobs do so for reasons other than their ability to perform the job" ("On the Making of Behavioral Observations" 1976). Clearly, employers keep workers who have good work habits as well as good skills. The next sections provide further details of each of the good work habits that are important to employers.

Following Directions

When you follow directions in school you are rewarded with good grades and praise. On the other hand, when you do not follow directions you may receive a poor grade or have to do an assignment over. A still more serious consequence for not following directions can happen—for example, getting fired!

If you have a problem remembering the directions, try these simple suggestions:

- Write down the directions after your boss gives them to you.
- Ask your boss to tell you what to do more slowly.
- Ask your boss to write down the directions.
- Repeat the directions to yourself or to your boss to make sure you understand what you are to do.

If you think you have a better way to do something, talk it over with your boss first before you try it your way. Your boss may appreciate your suggestions, but the management may have a special reason for doing it the way you were told to do it.

Being on Time

Being on time is important to your employer. Timeliness includes

- Arriving at work on time
- Returning from breaks on time
- Taking the allowed amount of time for lunch
- Not leaving early at the end of the day

In other words, give your employer an honest day's work for an honest day's wages.

Taking Pride in Your Work

Taking pride in your work means showing an interest in your job as well as doing the best that you can. To show an interest in your work, try the following:

- Ask questions about your job duties.
- Concentrate on the job.

- Do not distract others or let yourself be distracted.
- Make an honest effort to complete your duties.
- Let your employer know that you are satisfied with the job you have done ("On the Making of Behavioral Observations" 1976).

Organizing Your Work

By organizing your work, you will be able to accomplish more than if you approach your job in an unorganized manner. Use the following suggestions to organize your work:

- Think about what you have to do.
- Make a list of duties you want to complete daily.
- When you go to visit the supply room or warehouse, get all the materials you will need for that day or the week, if possible.
- Complete tasks in an orderly, systematic approach.

Getting Along with Others

Knowing how to get along with others is very important to survival on the job. Making friends and keeping friends on the job can and will make your job more rewarding and pleasant. Try the following suggestions to get along with your peer workers:

- Offer a helping hand if a co-worker is having trouble.
- Be pleasant around co-workers by smiling as well as saying good morning and good evening.
- Show an interest in your peers' activities.
- Listen and respond appropriately.

Remember that to have a friend is to be a friend.

Coping with Problems

Problems may come up on a job, so be prepared to handle them. How you handle the problems will be important to your boss. If the problem is something that you do not understand, talk it over with a co-worker or your boss. Know your co-worker's capabilities in the problem area, if you discuss your problems with him or her.

Controlling Your Frustrations

You must remember to be calm and collected when a problem comes up. Getting angry on the job is not an appropriate way to deal with problems. When a problem comes up remember to

- think the problem through;
- control your temper; and
- talk to your supervisor.

Communicating Clearly

Communicating clearly is difficult when you are upset or confused about something. Be sure that you stop to think before you go to talk with someone. It may even be helpful to write down an outline of what you want to talk about. (See the following Sample Outline.) Start out your conversations on a positive note.

SAMPLE OUTLINE

Meeting with Mike, the supervisor

- supply room list
  - 3 inch nails (100)
  - 1/4 inch screws (50)
  - yellow scratch pads (20)
  - order sheets (150)
- progress report on project
  - nearly half finished and will be starting the window frames about mid-week
- vacation schedule for August
  - will need two days off for an out-of-town family reunion

Using Good Judgment

Experience can assist you in learning to use good judgment and to make wise decisions. Although making decisions and knowing what is best to do may sometimes be quite difficult, you should not give up trying to improve your skills in decision making. Think about possible outcomes of a decision before you make it. In fact, writing down the likely results of a decision about

to be made may very well help you to know whether that decision may be wise or unwise. Talking over the problem or the situation (with someone whose judgment you respect) may also assist you in learning how to use good judgment. Considering and writing down possible outcomes of your action as well as discussing possible results with someone else, therefore, may facilitate your arriving at a satisfactory decision.

Exhibiting Enthusiasm

Showing that you are motivated and enthusiastic about your job will increase your likelihood of success on the job. Be ambitious about what you can do. Volunteer for tasks. Be honest with yourself and do not be afraid to ask for help when you need it.

Showing a Desire to Continue in the Occupation

Let your supervisor know if you plan to make this job your career. The more you can learn and do, the more quickly you will be given more responsibility. With added responsibilities usually come pay increases and promotions.

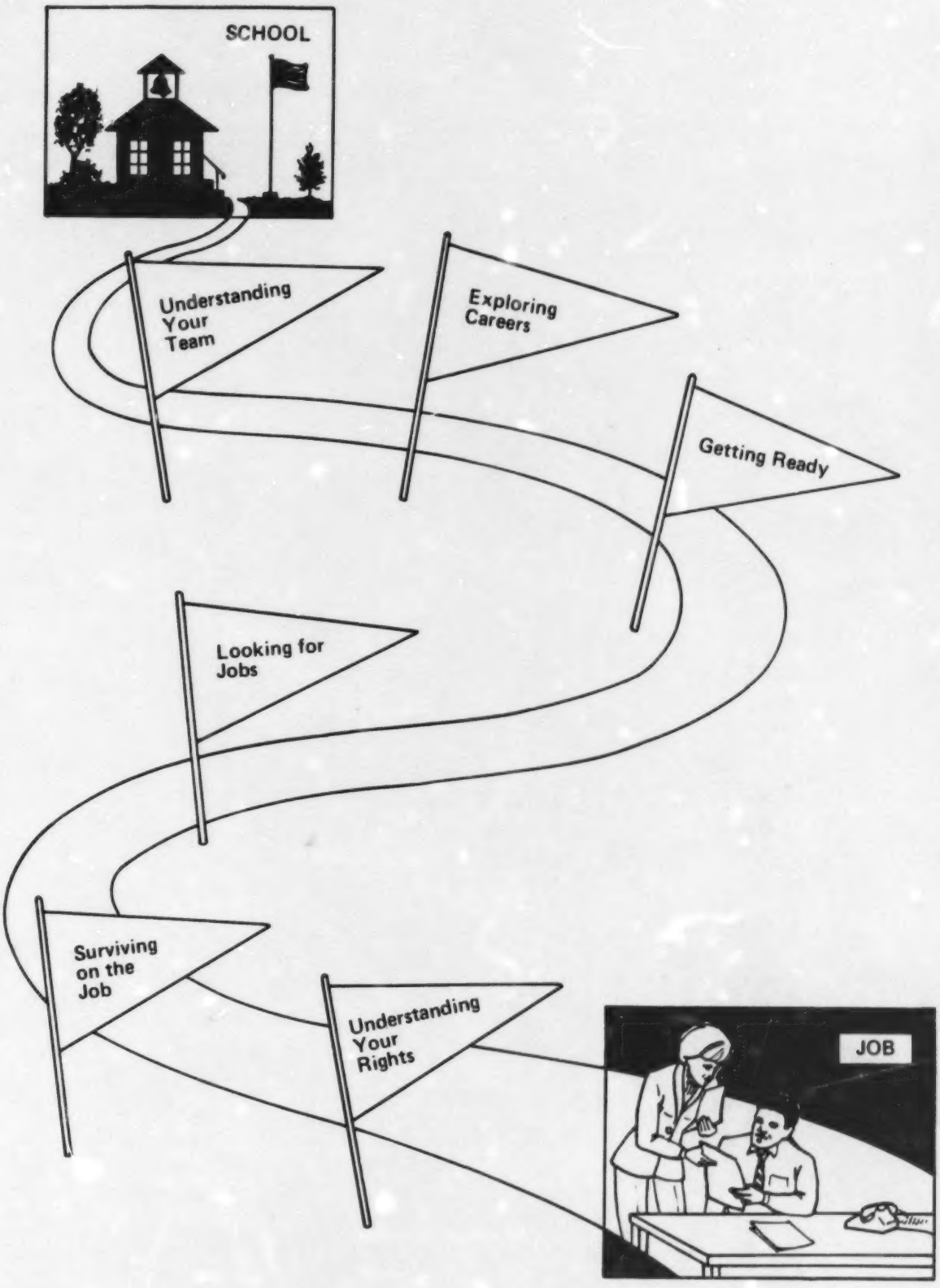
Showing a Willingness to Learn

By showing a willingness to learn, your supervisor will work with you to help you improve your skills. The more you learn, the more important you will be to the company. Every organization needs people who show initiative and are willing to try new jobs.

Dressing Appropriately

Remember that wearing the appropriate clothes will make a good impression on your supervisor. Do not show up in a suit if you are a mechanic or sloppy clothes if you are a salesman. Always keep your clothes neat and clean whether you wear a suit or jeans on the job.

PATHS TO EMPLOYMENT



UNDERSTANDING THE LAWS WHICH AFFECT YOU

During the past ten years, Congress passed three major laws that protect your rights as a handicapped person. These laws are

- the Rehabilitation Act of 1973;
- The Education for All Handicapped Children Act, as enacted in 1975; and,
- the Vocational Education Act of 1963, as amended in 1976.

A discussion of each of these laws follows.

Rehabilitation Act of 1973

The Rehabilitation Act provides for rehabilitative services for eligible individuals to ensure the fullest use of their potentials in satisfying occupations. This act allocates funds for each state's Rehabilitation Services Commission that administers the Bureau of Vocational Rehabilitation (BVR) and the Bureau for Services for the Visually Impaired (BSVI). (See also information concerning the specific services rendered on pp. 46-47.)

The Rehabilitation Act of 1973 has two important sections that affect you as a handicapped worker—Section 503 and Section 504. Section 503 prohibits federal contractors and subcontractors receiving federal funds in excess of $2,500 from discriminating against the handicapped on the basis of a physical or mental disability (U.S. Department of Health, Education, and Welfare, 1978). An employer receiving federal assistance cannot discriminate against you in

- recruitment practices including advertising, interviewing, and hiring;
- demotions, promotions, or layoffs; or
- vacations, sick leave, training programs, and other benefits such as insurance (U.S. Department of Health, Education, and Welfare 1978).

Section 504 states that any projects or agencies receiving federal funds must not discriminate against you on the basis of your handicap. This not only includes businesses and industries, but also schools, colleges, hospitals, welfare, recreational facilities, and other recipients of federal funds.

According to Halloran (1978), recipients of federal assistance under the law's provisions may not

- deny qualified handicapped persons the right to participate in or benefit from any program or activity solely on the basis of your handicap;
- provide you with aids, benefits, or services that are unequal or less effective than those provided for nonhandicapped;
- provide different or separate aids, benefits, or services unless they are necessary to provide equal opportunities for you; and,

- limit a handicapped individual's enjoyment of any aid, benefit, or service than non-handicapped individuals enjoy (p. 11).

The Education for All Handicapped Children Act

The Education for All Handicapped Children Act protects your rights as a handicapped student as well as the rights of your parents. You are guaranteed a free appropriate public education from ages 3 through 21. The individualized education program (IEP) is the management tool that Congress has required all educational agencies to use. The IEP helps to ensure that you will receive any educational service appropriate to meet your needs. Through annual IEP meetings involving your parents, teachers, school administrators, counselors, and appropriate others, including you, the services you require, as well as the goals and objectives giving direction to your studies are determined. Once the IEP team agrees that the specified plan meets your needs, your IEP plan is then approved, signed, and implemented.

If you want to study a certain program before you graduate, you should discuss this with your IEP team, or as it is called in this book, your support team. Your support team will help you prepare for the working world by helping you select the courses you will need to graduate and then enter the world of work.

The Vocational Education Act

The Vocational Education Act, as amended in 1976, protects your rights to a free appropriate public education by requiring that 10 percent of the funds from the basic grant and the money provided for program improvements and supportive services must be used for the handicapped (Mainstream, Inc., n.d.). So if vocational education is an appropriate area in which you wish to enroll, funds are available to provide you with guidance and counseling and other supportive services.

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